

**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING (CTL)
APPROACH TO STUDENT'S MATHEMATICAL CONNECTION**

*(Quasi Experiment Research on Fractional Material in Class IV SD Negeri
Sayuran 02 District Dayeuhkolot Regency Bandung School Year 2019/2020)*

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ABSTRACT

This research is motivated by the low ability of students' mathematical connections. Often students have difficulty distinguishing between numerators and denominators. Students lack mathematics in other fields and in everyday life. Students don't understand the relationship between mathematical topics. Students also lack applying the relationship between topics, and between mathematical topics with topics outside mathematics itself. In addition, in the material students don't feel the benefits of what is obtained so that it tends to be memorized. To improve the abilities of these mathematical connections, mathematics learning was chosen using a contextual teaching and learning (CTL) approach with a focus on fraction material. This study uses a quasi-experimental design with pretest-posttest control group design. The population used was all students in grade IV SD Negeri Sayuran 02 with a sample of 20 students in class IV / A as the control class and 20 students in class IV / B as the experimental class. The results showed that there was significant value from the results of a simple regression test in the control class and the experimental class. The control class that was not given the contextual teaching and learning (CTL) approach showed a significant level value of 0.000 when compared to the SPSS standard value of 0.05, then the regression test result in the control class were stated to have an influence. While the experimental class that was given the contextual teaching and learning (CTL) approach showed a significant level 0.004 when compared to the SPSS standard value 0.05, the regression test result in the experimental class were stated effect. Decisions on the value of the experimental class can be taken that are treated with a contextual teaching and learning (CTL) $0.004 < 0.05$ it means H_a is accepted and the results of study indicate that there is an influence of the contextual teaching and learning (CTL) approach to student's mathematical connection abilities.

Key words: *Students' Mathematical Connection Ability, Contextual Teaching and Learning (CTL) Approach*